



Bluecoat Wollaton

believe in yourself, in others, in God

COVID Catch-Up Premium

Strategy Document

2020-2021

Last review: March 2021





Covid Catch-Up: Tiered Model

Teaching and Learning

Ensure all students fully access the depth and breadth of the full curriculum and catch up on lost learning during the school closure.

Literacy: Whole school focus on vocabulary acquisition; re-embedding literacy at the core of the curriculum.

'Teaching & Learning Framework': structure to provide high quality teaching for all.

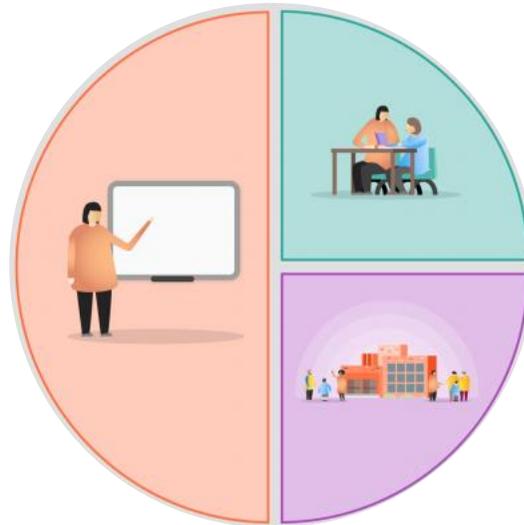
Spaced Retrieval embedded as strategy to develop student recall.

Homework: All pupils complete Hegarty Maths and Bedrock literacy activities tailored to individual needs, plus additional online learning platforms such as Educake and Seneca.

Weekly CPD sessions to include time designated to develop 'blended learning'.

Create **robust systems** to cope with future school closure/ student self-isolation absences and protect against lost learning:

- Technology access at home for all
- All students to access five lessons a day during any school closure
- Use of Microsoft Teams and Go4Schools to track and monitor
- Target of 100% live lessons for all students
- High quality and clear work available for all



Targeted academic support

Literacy Interventions: whole-class reading, use of the Bedrock online platform, phonics classes in Years 7 and 8, as well as targeted 1:1 intervention.

Numeracy Interventions: Times Tables Rock Stars, Number Rolling, afterschool support classes in Years 7 and 8.

Academic Coaching: supporting students in English, Maths and Science through targeted small group and 1:1 sessions.

Timetabled intervention sessions: for targeted Year 11 students, taking place in tutor time, some lessons, after school and during holidays.

Holiday revision classes: for Year 11 students.

Online revision materials: BWA KS4 revision website, Hegarty Maths, Seneca, Educake, Bedrock and Kerboodle all provided to support blended and independent learning.

Ensure the **most vulnerable** students, including **SEND and Pupil Premium** are fully equipped and supported in order to close the gap between them and their peers through **mentoring/tutoring** programmes.

Wider strategies

Access to IT facilities to support independent and blended learning strategies, including the provision of laptops and iPads in the event of additional closures, as well as the introduction of Microsoft Teams.

Communication: extensive use of Parent Mail to parents to ensure clear, regular communication.

Aspiration raising: careers appointments, assemblies, 'virtual' work experience.

Non-teaching Year Leaders provide full-time support with pastoral issues and address barriers to learning including attendance, safeguarding, attitude and behaviour.



Summary information							
School	Bluecoat Wollaton Academy						
Academic Year	2020-21	Number of pupils on roll	788	Number of pupils (disadvantaged)	329 41.8%	Total Catch-Up Premium	£63,040
Guidance							
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>							
Use of Funds				EEF Recommendations			
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a (Covid-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>				<p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support 			

Identified impact of lockdown

Missed / Disrupted curriculum coverage	15 weeks of high quality learning were lost due to the sudden lockdown in March 2020. This impacted all subjects, but the core more so due to the total hours of lessons. Whilst provision was made through Google Classroom not all students engaged with work sent home or online learning. Not all students had access to technology. Lack of teacher input initially meant that students were unsure what some of the tasks set were asking them to do.
Maths	Specific content has been missed leading to gaps in learning, dips in confidence and a lack of opportunity to consolidate prior learning. This will have impacted significantly on those students learning new GCSE content (Year 10/11) and impeded their ability to make effective progress towards their exams. The Year 6 students who left primary school having not completed their end of year SATs will not have had the same intense academic period prior, or feedback on their exam performance that helps to prepare them for Year 7. All year groups would have felt unprepared to start a new year group in September and this will have affected their self-confidence in the subject.
English	Some of the basic skills have disappeared. Key vocabulary and how to structure their writing has been diminished, along with recognising language features and how they are used in texts. GCSE students have lost touch with the class texts and the skills needed to answer exam questions effectively. In addition to this, some are confused about the different components of the four English exams – confusing language and literature. Year 6 students missed their transition to Year 7 which helps to bridge the gap between primary and secondary and reassures them that they are ready move on, again this will be echoed in all year groups.
Literacy	Lockdown has affected students' speaking and listening skills due to the nature of the way they have been working. They were processing a lot of information with minimal teacher input which has made them doubt their understanding and performance. Lack of group work and the necessary 'turn-taking' that occurs in face-to-face conversations means their listening skills have declined – many have lost their confidence in speaking in front of the class too. Where routine reading tasks have been abandoned, students reading skills will have stagnated and perhaps receded. EAL students who have not been speaking English at home will be out of practice and their overall literacy skills deteriorated, again this will have affected their confidence.
Pastoral / Behaviour	Students returned to school in September with anxieties and feeling unsettled but in general were happy to be back at school as they missed their friends, teachers and the routines of the school day. The pandemic has put some of them into survival mode and they have become hyper vigilant and reactionary – which impacts on their behaviour in school. Concentration in some students is poor, so along with the 'learning loss' they are also struggling to access what they are learning now they are back in school. Students who live in disadvantaged situations have been particularly affected and have become more vulnerable.

Planned Actions - The headings below are grouped into the categories outlined in the Education Endowment Foundation's Covid-19 support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting great teaching</p> <p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils.</p> <p>Significant adjustments to organisational and logistical aspects of school life will ensure teachers have training and support to improve the quality of teaching as all pupils return to school.</p>	<p>Providing opportunities for professional development focused on the effective use of technology. Ensuring the elements of effective teaching are present in online provision.</p> <p>Adapt existing curricula to address the impact of Covid-19, planning to redress missed content and to incorporate online learning opportunities.</p> <p>Weekly CPL opportunities on a Thursday afternoon.</p>	<p>In preparation for 100% of lessons delivered online, CPD has been informed by the EEF evidence-based principles to support home learning, as well as the EEF Rapid evidence assessment. These approaches have been adopted and incorporated into lesson planning.</p>	<p>DT</p>	<p>Termly</p>
<p>Pupil assessment and feedback</p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will make it easier for staff to provide effective support.</p>	<p>Standardised assessments to be used to identify pupils who would benefit from additional catch-up support.</p> <ul style="list-style-type: none"> - New Group Reading Tests - GL Progress Tests - PASS survey - ImpactEd survey 	<p>Assessments during the Autumn term were used to inform interventions in Maths, English and Science.</p> <p>ImpactEd survey feedback used by pastoral leaders to provide additional targeted SEMH support.</p>	<p>ADC / CLG</p>	<p>Termly</p>
<p>Transition support</p> <p>To support the transition back to school for all pupils, including those joining after the disruptions caused by Covid-19.</p> <p>To plan and provide effective transition events to ensure pupils start the new year ready to learn.</p>	<p>Virtual welcome events planned to enable new Year 7 parents to meet staff.</p> <p>Virtual admissions meetings for incoming Year 6 students' parents to meet staff.</p>	<p>All parents provided with the opportunity to meet a member of staff and discuss any concerns. Very successful with large uptake by parents in both instances.</p>	<p>TS / CLG</p> <p>JB</p>	<p>Autumn 2 2020</p> <p>Spring 2 2021</p>

ii. Targeted approaches

Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?
<p>Literacy Interventions</p> <p>An appropriate literacy intervention supports those identified children in reinforcing their essential reading, writing and oracy skills.</p>	<p>Literacy reading interventions for Year 7 students 2 x 30 minute weekly session for 39 weeks</p> <p>Read & Respond Packs for intervention led by non-subject specialists x 3</p> <p>Books purchased for all students</p>		<p>KD</p> <p>KD</p> <p>SA</p>	<p>Summer 2021</p> <p>Summer 2021</p> <p>Summer 2021</p>
<p>Numeracy Interventions</p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Times Table Rock Stars programme for all students in Year 7/8</p> <p>Afterschool targeted numeracy intervention for students in Year 7/8 - 2 x 1 hour weekly session</p>	<p>Autumn cohort successfully graduated, with new students supported in Spring 2.</p>	<p>AM</p> <p>MB</p>	<p>Summer 2021</p> <p>Termly</p>
<p>Academic Coaching</p> <p>Identified children will have access to high quality, evidence based reading intervention. As a result they will have increased rates of fluency and comprehension.</p>	<p>Employment of Academic Maths, English and Science Coaches</p>	<p>Intervention has taken place throughout the year, with academic coaches deployed to support critical worker and vulnerable students during the Spring 1 closure, as well as providing regular support to those isolating through bubble closures or clinical vulnerability.</p>	<p>ADC</p>	<p>Termly</p>

<p>Timetabled Interventions</p> <p>These interventions will support Key Stage 4 students to cover content missed during the school closures.</p>	<p>Year 11 form-time interventions in core subjects 3 x 30 minute weekly sessions</p> <p>History interventions in Year 10 and 11 2 x 1 hour weekly session</p>		<p>ADC</p> <p>ADC</p>	<p>Summer 2021</p> <p>Summer 2021</p>
<p>Key Stage 4 Revision Guides</p> <p>Provision of revision guides will support the independent learning of students preparing for their GCSE exams.</p>	<p>Purchase of revision guides for all students in Key Stage 4</p>	<p>All revision guides delivered and distributed to students to support with exam preparation. Impact to be measure by assessments later in the year.</p>	<p>ADC</p>	<p>Spring</p>
<p>Student Support</p> <p>To provide additional support for those students struggling to adapt to a return to the routines and expectations of mainstream school life following the lockdown.</p>	<p>Appoint two student support mentors</p>	<p>JB & MG appointed and working with a range of students across all year groups.</p>	<p>CLG</p>	<p>Termly</p>

iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents and carers</p> <p>Provide extensive pastoral support to pupils and families to help reduce anxiety and absence.</p>	<p>Provide regular and supportive communications with parents, to increase attendance and engagement with learning.</p> <p>Providing additional books and educational resources to families, with support and guidance, including strategies for reading with children.</p>	<p>Impact reviewed using the ImpactEd survey</p>	<p>CLG / TG</p> <p>LD / KF</p> <p>JS / FS</p>	<p>Termly</p>
<p>Access to technology</p> <p>Ensure all pupils have access to technology to support learning effectively at home. Reduce the impact of lack of access to technology as a barrier for disadvantaged children.</p> <p>Providing support and guidance on how to use technology effectively.</p>	<p>Invest in additional technology, by providing pupils with devices in the event of additional lockdowns.</p> <p>Technical support available through the school website and Trust IT Helpdesk.</p> <p>Training of all pupils to access online provision through Microsoft Teams.</p>	<p>Every student that needed equipment provided with either a laptop or iPad and dongle to access 100% of live lessons during Spring term closure.</p> <p>All students able to access online provision during bubble closures.</p>	<p>SA</p> <p>ADC / NJ</p> <p>SF</p>	<p>Termly</p> <p>Annually</p> <p>Autumn 2</p>

FAITH HOPE LOVE

Our Christian Vision is:

Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.

Our Christian Values are:

Faith, Hope and Love

Our Bluecoat Family is:

*Inclusive; Committed to Staff; Highly Literate; Grounded in Faith; Knowledgeable; Rooted in Respect;
Dedicated to Character Development*

